Instructor: Jill Pruett, MS, RDN, LD
Lab Course Time & Location: Online
Email: pruettjs@d2l.sfasu.edu
Credits: 3 hours
Prerequisites: None

Office: 101F HMS North
Office Phone: (936) 468-7010
Office Hours (CST)*:
T/Th: 9:30-10:30 am; 1:00-2:30 pm

*Additional days/times can be scheduled with me. Please email me to set up an appointment. NOTE: Emails and phone calls will be responded to within 24-48 hours, Monday-Friday. The preferred method of communication is through email. **Students are expected to respond to instructor emails within 24-48 hours as well.**

All office hours will be conducted in my office and via Zoom. For information on how to join the office hours, please review the Getting Started module in Brightspace. NOTE: if you join via Zoom, you will be in a waiting room because I may be with another student. Please wait and I will admit you as soon as possible. I will get to everyone who joins the virtual waiting room during office hours.

I. Course Description:

Food Service Organization and Management is a three-credit hour course covering management and organization of running a foodservice operation. This course is taught fully online for 15 weeks with an additional comprehensive final exam in week 16. Students in this course receive extensive course content information via online modules and the textbook and outside resource readings equivalent to 250 minutes per week for 15 weeks and at least 2 hours to prepare and take the final exam on week 16. Students will engage in a variety of assignments that can include, but are not limited to, topical discussions, article reviews using current research, and written assignments that require critical thinking, analysis and recommendation development. For every hour a student spends engaging with the course content, they spend at least two hours preparing for and completing associated assessments.

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The conceptual framework and the vision, mission, and goals of the James I. Perkins College of Education describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the university vision and values and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course supports the vision, mission, and core values of the James I. Perkins
College of Education whose mission is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaborative and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

**Program Learning Outcomes:**

1. **PLO 1 – Resource Development:** The Students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.
2. **PLO 2 – Professional Behavior:** The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences and Hospitality.
3. **PLO 3 – Key Ratios:** The student will calculate, interpret and understand key ratios, financial statements and budgets, related to the hospitality industry.
4. **PLO 4 – Service Attitude:** The student will demonstrate a positive service attitude.

**ACEND Requirements for Nutritional Sciences and Dietetics students:**

Stephen F. Austin State University’s Didactic Program in Dietetics (DPD) is accredited by The Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND requires that dietetics students complete competencies that will prepare them for a dietetics internship and work in the dietetics profession. The following KRDN’s as part of ACEND's RDN Core Knowledge Assessment Domain 4, Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations, meet these competencies and are found in this course:

- KRDN 4.1: Apply management theories to the development of programs or services.
- KRDN 4.2: Evaluate a budget/financial management plan and interpret financial data.
- KRDN 4.4: Apply the principles of human resource management to different situations.
- KRDN 4.5: Apply safety and sanitation principles related to food, personnel and consumers.
- KRDN 4.6: Explain the processes involved in delivering quality food and nutrition services.
- KRDN 4.7: Evaluate data to be used in decision-making for continuous quality improvement.

Nutritional Science and Dietetics students must earn a 70% or better on the assignments to prove mastery in the competencies. If any student does not earn 70% on the initial assignment, the instructor will email to discuss remediation. If, upon remediation, the student still does not earn 70% or better, the student will be referred to the DPD Director for further instruction. All remediation must be completed within the semester the course was taken. The original grade before remediation will be the assignment grade in the course to be fair to all students in the class, however, remediation is required.
for dietetics students not meeting the 70% grade on the KRDN assignments. All KRDN assignments must be submitted in both Dropbox and QClassroom to get a grade for them.

**Student Learning Outcomes:**
The course objectives provide an opportunity for learning to:
- Identify trends impacting management of food operations.
- Identify the characteristics of the major types of foodservice systems.
- Identify management functions necessary for effective operation of food system.
- Apply the management functions necessary for effective operation of a foodservice system.
- Evaluate managerial styles appropriate for a culturally diverse workforce in foodservice operations.
- Identify the principles of equipment and facility maintenance.
- Identify current work productivity trends in foodservice facilities to assure the smooth, efficient workflow throughout the foodservice system.
- Identify the role of marketing in foodservice and nutritional care systems.
- Identify and interpret laws, standards, and regulations that govern the foodservice systems.
- Identify total quality management programs appropriate for use in foodservice and nutritional care.
- Identify the basic components of financial reporting.
- Understand the systems approach to foodservice organization.
- Identify and understand the foodservice systems model.
- Understand the ethical issues for a foodservice operation.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**
Brightspace learning management system will be used for this course. You can access Brightspace via [http://d2l.sfasu.edu](http://d2l.sfasu.edu). If you need help with Brightspace, please contact the Brightspace Support team at (936) 468-1919.

Please refer to “IV. Evaluations and Assessments (Grading)” section of this syllabus for a detailed description of all graded course activities and assessments.

**Using technology in online courses**
This course is entirely online and will be coordinated through Brightspace. It is imperative that you check Brightspace daily to stay informed with any course updates. Additionally, you should check your grade points in Brightspace. Any discrepancies in points must be resolved within one week after the assignment grades have been posted, otherwise, the posted grade points are considered final and will not be reviewed later.

If you choose to take a quiz or an exam at a computer that is not supported by the University, you will do so at your own risk. Inability to access, finish or submit any quizzes or an exam during the designated time due to unreliable Internet connections (such as Wifi) or other technical problems on an off-campus computer will *not be accepted as a valid excuse*. Your quiz or exam will be graded “as is.” Using a campus computer does not guarantee that
connections may be lost, however they do guarantee a reliable way to verify interruptions of service. This alone could save your grade. It is best to take quizzes and exam between 8:00 am to 5:00 pm on the scheduled day in the event you have technical problems as Brightspace, IT support, and instructor resources are available during those times. **NOTE:** technology problems associated with course activities are not a valid excuse for missing a quiz or exam.

If you experience technical difficulties, please contact the SFA resources below:
1. Brightspace technical support (936) 468-1919 from 8:00 am to 5:00 pm. Please note the Brightspace technical support is not available on weekends.
2. SFA IT computer support: (936) 468-4357, available from 8:00 am to 5:00 pm M-F.

**IV. Evaluation and Assessments (Grading):**

1. **EXAM** - There is one final comprehensive exam worth 100 pts. The final exam covers material from every textbook chapter and all module content. Please complete the final exam review to help you prepare for it. The timed exam will be open over two days during finals week and will close at the scheduled time outlined in the course calendar. You will be allowed to revisit questions during the exam as time allows. There will not be a make-up exam unless prior approval by the instructor has been given. Failure to complete the exam by the due date without prior approval will result in a zero.

The course timeline is posted at the beginning of the semester and includes the final exam due date. Please adjust your schedule accordingly with your work and other extracurricular activities to allow you to complete it, as well as all other work in this course, in a timely manner. If there are issues, please contact your instructor **before any due dates** to discuss your options.

Copying from someone else's screen while taking the exam, visiting other sites while your browser is opened to the exam, using your notes or the textbook, giving or receiving an advance copy of the examination, getting an old copy of the examination, or hiring a surrogate test-taker will all be considered cheating and are flagrant violations of university policy.

**NOTE:** There will be no makeup exams unless prior approval by the instructor has been given to do so. This is ONLY for SPECIAL CIRCUMSTANCES AND WITH PRIOR INSTRUCTOR APPROVAL AND PROPER DOCUMENTATION. This is up to the instructor’s discretion.

2. **ASSIGNMENTS** – Discussion postings (6 @ 10 pts ea.); Article reviews (4 @ 20 pts ea.); Written assignments (6 @ 20 pts ea.) You will have assignments due most weeks. The due dates are posted in the course calendar in Brightspace, and below.

All assignments will be related to the chapters in the textbook and online modules. For article reviews, students will conduct research on their own time. They will search for articles in professional publications, research journals, and/or professional industry blog sites. The article reviews must include a summary of the article, student’s opinion of the article content, and include a comment related to future outlook of this issue or topic. A direct link to the actual article will be provided for each article review. Omission of any of this information will result in point reduction.
**FND Students:** Six of the assignments MUST be submitted in Dropbox and QClassroom for ACEND assessment purposes. Failure to submit into both of these learning tools may result in a zero for the assignment. Discuss any issues or questions with the instructor.

**Late submissions**

**Discussions and Article Reviews:** There will be no make-up discussions and article reviews unless prior approval has been given by the instructor. Failure to submit your work by the due date will result in a zero. These activities are open all semester and you are given ample time to complete them; therefore, excuses are rarely accepted.

**Written KRDN Assignments** (this does not include discussions and article reviews) will be submitted via Dropbox in Brightspace by the due date outlined in the course calendar. Late submission of any written assignment, other than the article reviews, will be accepted with a point reduction in the score the student earns for that report. **For each day the submission is late, starting from 12:01 am the following day, there will be a 20% reduction in the student’s grade.** For example, if a written assignment is worth 20 points, each day the report is late, there will be a point reduction of 4 points from the grade the student earns. After 5 days past the due date, no points will be earned. Late submission of written assignments due to excused absences will not receive point deductions once instructor approval has been given. KRDN assignments must be submitted by FND students even if they are late.

**Excused absences.** There are two types of absences—excused and unexcused absences. Excused absences that are **communicated to me PRIOR to missed due date, approved by me, and with the proper documentation.** Per university policy, excused absences include illness, family death, and participation in university approved events, such as sports teams, cheer, or club competitions or other SFA sponsored events.

- Documentation regarding **illnesses** include an official note from the physician or clinic on letterhead or prescription pad of the doctor or clinic, including the day of the visit and the date that you can return to lab.
  - If you get a serious illness, please email me immediately and we will discuss when you are able to return to class.
- **Family death** documentation will include a copy of a prayer card or obituary announcement.
- **University sanctioned events** should be submitted by the athletics or SFA program staff. Make sure that they send it to me prior to the day of the absence.

**Unexcused absences** will be graded as a zero. They include all other types of absences, such as car trouble, oversleeping, forgetting about class, work, attending a wedding, and other excuses that do not fall into the excused absence category.

**Summary of Points**

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<tr>
<td><strong>Exam</strong></td>
<td>100 pts</td>
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<td><strong>Discussions</strong></td>
<td>60 pts</td>
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<td>Week</td>
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<td>Week 1: 8/28-9/3</td>
<td>Getting Started module</td>
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<td>Week 2: 9/4-9/10</td>
<td>Ch. 1 Foodservice Industry</td>
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<td>Ch. 2 The Systems Approach</td>
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<td>Week 3: 9/11-9/17</td>
<td>Ch. 3 Food Safety</td>
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<td>Week 4: 9/18-9/24</td>
<td>Ch. 4 Facility Sanitation and Safety</td>
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<td>Ch. 5 The Menu</td>
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<td>Week 5: 9/25-10/1</td>
<td>Ch. 6 Purchasing</td>
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<td>Ch. 7 Receiving, Storage &amp; Inventory</td>
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<td>Week 6: 10/2-10/8</td>
<td>Ch. 8 Production Continuous Improvement</td>
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<td>Week 7: 10/9-10/15</td>
<td>Ch. 9 Service</td>
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| Week 8: 10/16-10/22 | Designing spaces using recycled materials and green efforts  
Ch. 10 Facilities Planning & Design  
Ch. 12 Resource Conservation | • Article review: Recycled materials, conservation, and green efforts **DUE 10/22** |
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<td>Week 9: 10/23-10/29</td>
<td>Ch. 11 Equipment &amp; Furnishings</td>
<td>• Workplace Injuries discussion <strong>DUE 10/29</strong></td>
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<td><strong>Week</strong></td>
<td><strong>Chapter/Module</strong></td>
<td><strong>Assignment</strong></td>
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| **Week 10: 10/30-11/5** | Ch. 13 Organizational Design  
Ch. 14 Leadership | • Attendance Policy/Management theories Assignment **DUE 11/5**  
• What kind of leader are you discussion **DUE 11/5** |
| Week 11: 11/6-11/12 | Ch. 15 Human Resource Management | • Human Resource Management Assignment **DUE 11/12** |
| Week 12: 11/13-11/19 | Ch. 16 Performance Improvement | • No assignment |
| 11/12 | **Happy Thanksgiving** | |
| **Week 13: 11/20-11/26** | | |
| **Week 14: 11/27-12/3** | Ch. 17 Financial Management | • Profit & Loss Assignment **DUE 12/3** |
| **Week 15: 12/4-12/10** | Ch. 18 Marketing | • No assignment |
| **Week 16: Dec 13-14** | **Final Exam:** Take the exam from 12:01 am on 12/13 until 11:59 pm on 12/14. Plan on about 1 hour to complete it. | • Take Final Exam. |

The instructor has the right to change this course calendar at any time. Notices of changes will be provided in writing.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.)**

QClassroom: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Important course related policies:

Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7
Code of Student Conduct and Academic Integrity, Policy 10.4

SFA prohibits certain acts of academic conduct, and they can be categorized as cheating, plagiarism, collusion and misrepresentation. Specifically, the use of artificial intelligence (AI) in this course will not be accepted. Students who choose to participate in any type of prohibited academic activities will go through a set process outlined in the policy. Please review the policy in full in the link above.
IX. Other Relevant Course Information: PROFESSIONAL STANDARDS

1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.

2. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.

3. Faculty are committed to provide information and prompt response to students through email, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.

4. If student dissatisfaction arises, the student’s request for a private conference/phone call with the professor serves as the first step toward resolution.